

## Charter schools and Limited English Proficient Students

### What defines a Limited English Proficient (LEP) student?

A limited English proficient student is defined as an individual who *“Has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language other than English has had a significant impact on such individual’s level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language, whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to fully participate in our society.”*

### Are charter schools required to enroll LEP students?

Yes. LEP students are covered by all civil rights laws and by laws governing requirements for state and federal funding. Charter schools must enroll and serve LEP students, in line with [Title III regulations](#), under No Child Left Behind.

LEP designation should not be a factor in the charter school lottery procedures. Charter schools may not include LEP designation on student records when conducting lotteries nor use English language proficiency as a factor in choosing students who will attend the charter school. All charter schools must provide English language development services for students who enroll in their schools and are eligible for these services.

### Who is responsible for providing services to students enrolled in charter schools who are identified as LEP?

The Local Education Agency (LEA) that the charter school is associated with is responsible for providing services to the LEP students. The LEA must assess the students for their level of language proficiency and place them in a program if services are needed. The LEA must:

- Identify potential Limited English Proficient Students through a Home Language Survey (HLS). A sample document can be found at: <http://www.boardofed.idaho.gov/lep/LEPDirectorInfo.asp>
- Provide a specified program of service to those students identified as LEP, in compliance with Title III federal regulations.
- Annually assess the students served as LEP with the state language proficiency test – IELA (Idaho English Language Assessment).

### What are the required educational components of an LEP program?

An LEA should ensure that instruction leading to second language proficiency for Limited English Proficient students is integrated into the overall curriculum. Effective and supportive instruction is responsive to cultural differences and maintains high learning and achievement standards equal to all other students. An LEP student should be able to benefit from instruction that addresses the additional content areas in a manner that will be comprehensible for the LEP student. Finally, an LEP student should receive specific English language development appropriate for their linguistic abilities. This will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels. In addition to annually

assessing every LEP student and providing a specific English language development program, an LEA must:

- Develop and submit an annual LEA/District plan for meeting the needs of LEP students to the LEP Program Manager at the State Board of Education
- Conduct ongoing program monitoring within each school and at the LEA level
- Conduct professional development and parental outreach opportunities
- Prepare annual district and State reports

### **How are services for LEP programs funded?**

The State Board of Education requests the LEP student count from every LEA in Idaho each spring (April/May). These counts determine the LEA's allocation based off of the overall state and Title III allocation. Each LEA must report the following information:

- Number of students served as Limited English Proficient during the school year
- Number of exited LEP students who are in their 2-year monitoring status
- Number of students new to a U.S. school within the past year

The State Board of Education uses these numbers to determine funding for each LEA/district. Title III federal funding is allocated on a formula basis and not all LEAs receive this funding. Only LEAs that qualify for \$10,000 or more of Title III funding will receive any funds. State funding is allocated per capita and all LEAs will receive an allocation if they have served LEP students. A school year's allocation is based on the previous year's numbers.

If an LEA does not receive initial Title III funding, there is an opportunity to submit a joint application with a neighboring district to receive Title III consortium funding. This application is released in August of each year and due in September.

### **What resource documents are available?**

The State Board of Education LEP Program will place all pertinent materials and resources on the LEP website: <http://www.boardofed.idaho.gov/lep/>

All informational documents, funding allocations, reporting procedures and helpful links are on this website. Please check it periodically, as new updates are posted often. One section hosts many links to various organizations and sites that provide a wealth of information for LEP programming. In addition, all reports and documents required by the State Board of Education are posted with due dates for submission.

### **How are the LEAs held accountable to serving the LEP student population?**

The State Board of Education uses a variety of methods to verify that districts are making every effort to develop and implement programs that will ensure access to an equitable education for all LEP students and meet consent decree requirements. All LEAs with LEP students participate in the following types of data collection and monitoring devices:

- LEA LEP Plan and annual updates
- Education Plan for Limited English Proficient Students
- On-Site Visits
- LEP Program Reviews

Reporting Requirements: LEAs must submit annual LEP data to the State Board of Education. Requirements and deadlines are sent to District LEP directors and posted on the LEP website. Information required is inclusive of, but not limited to the following:

- Total number of students participating in an LEP program
- Progress/growth made by students enrolled in an LEP program on the state English language proficiency assessment, as well as the ISAT
- Number of students exited from the program and the criteria upon which this decision was made
- Type of programming for LEP students
- Number of teachers and paraprofessionals serving the LEP students

### **Language Proficiency Assessments for LEP Students**

LEAs must use a language proficiency assessment to evaluate students' oral, reading, and writing proficiency upon arrival into the district. A language proficiency test provides information for identification, placement, and re-designation of LEP students. The State Board of Education will implement a single statewide language proficiency assessment beginning in spring 2006. For placement purposes for new students, LEAs should use one of the following assessments for the fall 2005 placement assessment:

- The IDEA Proficiency Test (IPT)
- The Language Assessment Scales (LAS)
- The Woodcock – Munoz (WM)

All assessment information can be found at:

<http://www.boardofed.idaho.gov/lep/LEPAssessment.asp>

### **LEA/District and State Coordination**

Each LEA must designate an LEP Director to coordinate the district program and manage correspondence with the State Board of Education. Please send your LEA - LEP Coordinator information and any LEP programming questions to:

Wendy St. Michell, LEP Program Manager  
208-332-1586

[wendy.st.michell@osbe.idaho.gov](mailto:wendy.st.michell@osbe.idaho.gov)

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